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The University of Minnesota, Morris Story

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THE
UNIVERSITY
of
MINNESOTA, MORRIS
STORY

1962-3

The University of Minnesota, Morris
Morris, Minnesota

WHAT IS THE UNIVERSITY OF MINNESOTA, MORRIS?

The University of Minnesota, Morris is one of more than 30 individual colleges and specialized schools of the University of Minnesota. It is located adjacent to the community of Morris on land which originally held a federal Indian school. In 1909 the United States government transferred the Morris campus land to the State of Minnesota and the following year the University of Minnesota's West Central School and Experiment Station were established on the site. Recognizing the educational void in west central Minnesota, the University Board of Regents in 1959 authorized the launching of college level instruction at Morris to begin in September, 1960, totally separate from the ongoing activities and programs of the West Central School and Experiment Station. Following the success of the first "experimental" college year, the Minnesota Legislature approved funds for the continued operation of the University of Minnesota, Morris, with classes to be phased in year by year.

The University of Minnesota, Morris is one of three four-year liberal arts colleges within the University. The collegiate program has been developed within the liberal arts concept of a broad academic curriculum, dedicated to providing the student with a firm foundation in the three basic areas of knowledge -- the humanities, the social sciences and the natural sciences. It attempts to develop in the student a desire to search for the truth and to provide him with the means to carry out that search objectively and efficiently. Its aim is to aid students toward becoming the informed, responsible, and humane men and women needed in a complex, modern society.

The Board of Regents of the University of Minnesota governs the operation of the University of Minnesota, Morris. Responsibility for the administration of the collegiate program rests in the hands of a dean who reports directly to the President of the University. The college program is administered through four academic divisions: Humanities, Social Sciences, Education, and Science and Mathematics. Implementing the academic program are service units including Admissions and Records, Counseling Office, Business Office, Health Service, and Office of Student Activities.

WHAT PROGRAMS ARE OFFERED AT THE UNIVERSITY OF MINNESOTA, MORRIS?

The academic program includes a four year liberal arts curriculum leading to the Bachelor of Arts degree, and preprofessional training of one to four years' duration which prepares students for professional schools on other campuses. For the Bachelor of Arts degree, majors are offered in art, English, French, Spanish, music, economics and business, history, political science, psychology, sociology, biology, mathematics and physical education. Minors are offered in the above fields and also in speech and theater arts, social sciences, chemistry and physics. Supporting course work is also offered in humanities, philosophy, German, geography, geology and anthropology. Approved teacher education programs have been established leading to state certification in elementary and secondary education.

Preprofessional curricula are available in more than 20 areas. These programs, all of which begin with a core of liberal education, have been carefully coordinated by the various professional schools on the University's Minneapolis and St. Paul campuses and carry their full approval. Preprofessional programs are offered in law,

pharmacy, medicine, architecture, nursing, journalism, engineering, dentistry, business administration, veterinary medicine, occupational therapy, forestry, medical technology, home economics, recreation leadership, physical therapy, wildlife management, and several agricultural specialties.

WHY DOESN'T UMM HAVE PROFESSIONAL PROGRAMS?

Like most liberal arts colleges, UMM does not offer specialized professional training. To do so would duplicate services and facilities which already exist within the University. However, UMM does offer professional programs in elementary and secondary education which are traditionally a part of the American liberal arts curriculum.

HOW DO UMM'S COURSES COMPARE WITH THOSE OFFERED IN THE REST OF THE UNIVERSITY?

UMM conforms to the high standards of academic excellence that the University maintains on its other campuses. It offers similar though not necessarily identical courses to those offered in the University's other colleges. All are University of Minnesota courses readily transferable from college to college.

WHAT REALLY IS UMM'S RELATIONSHIP WITH THE TOTAL UNIVERSITY?

UMM is the University of Minnesota's liberal arts college at Morris, the physical distance being the only separation between UMM and the rest of the University. The University is a community of colleges; UMM is one of them. Each college is autonomous--the academic program of each is directed by its faculty within the framework of policy and philosophy established University-wide by the Board of Regents. UMM maintains University standards in the quality of faculty, in faculty salaries, and in its academic program. UMM's academic credits are interchangeable with the rest of the University and the Bachelor of Arts degree awarded at UMM is a University of Minnesota degree.

HOW DO STUDENTS AND FACULTY BENEFIT FROM THIS RELATIONSHIP?

In addition to being a part of the total University academically, UMM students have representation in student organizations on the Minneapolis campus and faculty have access to the facilities of one of the largest libraries in the nation located on the Minneapolis campus. In fact, the many facilities and services of the entire University are readily available to this campus.

WHAT OBLIGATION DOES THIS RELATIONSHIP PLACE UPON UMM?

UMM partakes of the University's prestige and therefore has incumbent upon it the responsibility of maintaining that prestige through the development of the kind

of academic program, faculty and facilities which have made the University of Minnesota one of the great universities of the nation.

WHAT SORT OF FACULTY HAS UMM ACQUIRED AND WHY WERE THEY ATTRACTED TO THIS COLLEGE?

Enthusiasm, a wealth of educational experience, and youth (average age is 34) characterize the competent, dedicated faculty of the University of Minnesota, Morris. Most were attracted by the challenge of formulating and executing the plans for a new liberal arts college unhindered by the fixed traditions and conventions of an established program. A further appeal for faculty members is the abundant opportunity for research and other independent scholarly activities. In addition, faculty members have ample opportunity to serve the community in various service capacities. The fact that the University of Minnesota, Morris shares the prestige and stability of one of the great state universities is another reason that a distinguished faculty from throughout the nation and foreign countries as well can be attracted.

ASIDE FROM THE CHARACTERISTICS IT SHARES AS PART OF THE TOTAL UNIVERSITY, WHAT ARE THE UNIQUE FEATURES OF UMM?

- *A small campus conducive to the establishment of a true academic community.
- *A strong program of individual counseling.
- *The opportunity for excellent student-faculty rapport with maximum individual assistance.
- *The opportunity for each student to participate in many varied extra-curricular activities.

HOW IS UMM'S SIZE IMPORTANT?

The layout of the campus, the physical arrangement of the buildings, the large number of students living on campus make it possible for a student to become part of a closely knit group, where he may know every other student and every faculty member. Hence, he has unlimited opportunity for social, cultural and academic development.

WHAT AREA DOES UMM SERVE?

UMM serves the entire state and in particular all of western Minnesota. Forty-seven counties and 123 communities were represented by UMM students in the fall of 1962, in contrast with the student body of 1960 who came from only 35 communities and 21 counties. More than half of the students live beyond commuting distance with 62% living in the campus residence halls or in rented rooms in Morris. Because of UMM's location--100 miles from the nearest four-year public college--college attendance by young people of west central Minnesota has substantially increased.

WHY IS THE UNIVERSITY'S LIBERAL ARTS COLLEGE IN THIS AREA LOCATED AT MORRIS?

Since it must be a resident college rather than a local or community college, other western Minnesota communities would have been equally acceptable. However, at Morris the University already had a 35-acre campus and an installation of 13 buildings adaptable to collegiate use with a value in excess of five million dollars. Adaptation at minimum cost of the existing plant provided the facilities needed to begin college level instruction. These facilities include four dormitories, temporary science laboratories, gymnasium, pool, auditorium, small library, health service, language laboratory, art studios, dining facilities, administrative offices, a developing psychology laboratory, student activities center, music building, book store, a student lounge and more than 40 classrooms. With the addition of the needed science building and a library, UMM will have a good start toward accommodating immediate increases in student enrollment. Additional facilities will be needed to meet long-term enrollment predictions.

WHY DOES UMM HAVE A SELECTIVE ADMISSION POLICY?

A liberal arts college of this size is not intended to meet the needs of all college-bound students, but rather to attempt to handle one very necessary area well--to educate students at the undergraduate level in liberal arts. To achieve this goal, standards of academic performance must be established. Not all students can meet such standards. Final decisions on admissions are made on the basis of high school performance, aptitude test scores and individual counseling.

WHAT CALIBER OF STUDENTS DOES UMM DRAW?

Data on past academic achievement, scholastic aptitude and general intelligence indicate that nearly all UMM students are capable of completing at least the B. A. degree with relative ease. Over half of the entire student body in the fall of 1962 came from the upper quarter of their respective high school graduating classes while 85% of the student body came from the upper half of their high school graduating classes.

WHAT WAS THE ENROLLMENT IN 1962-63?

The student body at the start of the fall quarter numbered 522--a total which exceeds the enrollment of some of the four-year Minnesota colleges and of all public and private junior colleges except Hibbing and Rochester. Its enrollment exceeds that of several of the University's colleges and specialized schools including the Law School, the Schools of Nursing, Public Health, Dentistry, and Pharmacy, and the College of Veterinary Medicine. It is approximately the same as the enrollments of the Medical School and the School of Business Administration.

HOW MANY FRESHMEN, SOPHOMORES AND JUNIORS ARE ENROLLED?

Forty-five percent of the students are freshmen, 37% sophomores and 18% are juniors. (Senior classes will begin in September of 1963.) UMM's retention pattern

as indicated by the proportion of freshmen, sophomores and juniors which make up the total student body, is similar to that of the other two liberal arts colleges within the University of Minnesota--the University of Minnesota, Duluth, and the College of Science, Literature and the Arts on the Minneapolis campus.

IN GENERAL, WHAT ARE THE EDUCATIONAL OBJECTIVES OF THE UMM STUDENT BODY AND HOW HAVE THEY CHANGED DURING THE PAST TWO AND ONE HALF YEARS?

Sixty-one percent of the 1962-63 student body has selected objectives in the liberal arts area and therefore will likely remain on the UMM campus to complete their Bachelor's degrees, while the other 39% are enrolled in preprofessional sequences. In contrast, only 29% of the 1960 student body elected majors in the liberal arts area which generally require a four-year degree.

WHY DO THE STUDENTS THEMSELVES SAY THEY SELECTED UMM?

According to the results of a poll designed to sample students' reasons for enrolling at UMM, the following were significant factors in their decision to attend this college:

- *The fact that UMM is part of the University of Minnesota.
- *Preference for a smaller size college with the expectation of more individual attention and a greater opportunity to participate in extra-curricular and social activities.
- *The expectation that the teaching quality and academic standards would be higher at UMM than many other colleges.
- *The fact that some students can commute and that costs generally are lower than at other colleges makes it financially possible to attend UMM when it would have been difficult to attend another college.
- *The belief that the student would have a better chance for being accepted at one of the University's professional schools by taking preprofessional work at UMM.
- *Some students were drawn by the challenge of a new college: the chance to lend support to such a venture and the opportunity to launch the organizations, publications, activities and otherwise set the pace for those who will follow.

WHAT IS THE COST OF ATTENDING UMM?

Tuition and incidental fees for Minnesota residents total \$100 per quarter. The approximate cost, including tuition, board, room, fees, books and supplies, for a Minnesota resident living on campus is \$1,050 per year. The cost for a commuting student is approximately \$400 per year.

WHAT FINANCIAL AIDS ARE AVAILABLE?

All-University scholarship funds are available for use on any of the four campuses of the University. In addition, scholarships and grants-in-aid may be obtained by UMM students from the UMM General Scholarship Fund and from a number of special scholarship funds established by such organizations as the Kiwanis Club, Lions Club, VFW, Farmers Union, Stevens County Bankers Association and Agra-Lite Cooperative.

Loans are available to students through the National Defense Student Loan program, United Student Aid Fund and the Farmers Union ABC Loan Fund. All scholarships and loans are awarded on the basis of good scholarship and financial need of the individual.

Part-time employment is available, both on and off campus. More than 40 percent of UMM students use this means to help pay for their college education.

IS UMM TUITION-FREE TO INDIAN STUDENTS?

Students of Indian descent may attend UMM tuition-free under the terms of a 1909 land grant. An annual Indian student scholarship award covering board and room at UMM during the recipient's freshmen year has been established by the Minnesota AFL-CIO Federation of Labor.

WHAT IS UMM'S PHILOSOPHY OF INTERCOLLEGIATE ATHLETICS?

It is believed that students should be encouraged to participate in intercollegiate athletics because of interest in and enjoyment of the sport or to prepare for teaching and coaching in physical education, rather than for any extrinsic rewards they might receive. UMM does not give financial aid for the purpose of furthering participation in intercollegiate sports. Financial aid is available to athletes on the same basis as other students.

WHAT KIND OF COUNSELING PROGRAM DOES UMM HAVE?

The counseling process starts at admission for many students. All new students are seen during the summer preceding their first fall enrollment. Their educational plans are discussed, and individualized first-year programs are worked out which will meet their specific needs and maximize their chances for success. In addition, each student has a faculty adviser who has the principal responsibility for assisting the student in planning his educational program quarter after quarter.

All students are seen again during the sophomore year when, after one and one-half years of exposure to a college curriculum, they are more nearly ready to make final vocational plans. The suitability of their educational and vocational objectives is considered with a counselor. Special help is given particularly to those who have not yet formulated specific plans.

The professional counseling staff is available to the student body at all times to discuss individual educational, vocational or personal problems as they might arise. (In fact, 80% of the student body uses the counseling service each year.)

HOW IS STUDENT-FACULTY RAPPORT ACHIEVED?

Each student has a faculty adviser in his major area of interest who confers with him at least once each quarter, often more frequently. In addition, many classes are small, affording the student a maximum opportunity for individual assistance. Faculty members are readily available for consultation with any student. Faculty members are also actively involved in working with students in the many campus extra-curricular organizations and activities.

WHAT EXTRA-CURRICULAR ACTIVITIES ARE AVAILABLE TO STUDENTS?

An unusually high percentage of UMM students participate in the extensive array of student organizations, sports, musical groups and special interest activities that are a part of UMM student life.

There are six religious foundations and an Inter-Faith Council; two fraternities, a sorority and a service club--Circle K; Young Republican, Young DFL and International Relations clubs; art, drama and radio clubs; an economics society, lettermen's club, women's recreation association, and a student chapter of a professional music educators organization; a student government, governing bodies for resident halls, and two student publications--the newspaper and the yearbook.

Football, basketball, wrestling, golf, and bowling teams participate in inter-collegiate competition. An intramural program of games and recreational events is available for both men and women.

The concert band, symphony orchestra, mixed chorus, men's chorus and several smaller instrumental and vocal ensembles satisfy the musically inclined.

Formal dances, sock hops, queen elections, activity days, sno week-end, skating and toboggan parties, student government electioneering, folk singing and jazz sessions and other manifestations of student life provide leisure time activities for students.

WHAT CULTURAL AND EDUCATIONAL OFFERINGS AND CONSULTING SERVICES ARE AVAILABLE TO AREA RESIDENTS?

UMM faculty members lend time and experience to such activities as judging speech contests, participating in conferences to discover the ways in which the transition from high school to college can be made more smoothly by the student, advising area high schools on the revision of their English programs, conducting sports clinics, advising area community libraries on the revising and updating of their collections, and providing consultation with area high schools in such fields as music, counseling, foreign languages, mathematics and physical education.

Psychological services are available to both school age children and adults in such areas as aptitude testing and occupational and personal counseling. College-bound students in particular may receive vocational counseling.

The University Artists Course Series brings such talent as the Ceylon National Dancers, baritone Robert McFerrin, the Royal Winnipeg Ballet, the Minneapolis Symphony String Quartet, Bennett Cerf, the Vienna Choir Boys and the Don Cossacks for the enjoyment of area residents.